

TEACHERS' VIEWS TOWARD ALTERNATIVE ASSESSMENTS IN EXTENSIVE READING CLASS

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ABSTRACT

Alternative assessments are commonly used nowadays by teachers to assess students in some courses, including Extensive Reading. It is because there are various assessments that can be used so it will be more flexible for teachers. However, the usage of alternative assessments is being debatable so it is needed to over view because of the pros and cons. That is why this study aims to explore Extensive Reading teachers' views toward alternative assessments used in Extensive Reading class. To get deeper data from the participants that are Extensive Reading teachers who taught in the first semester of 2015/2016 in Faculty of Language and Literature, Satya Wacana Christian University, a semi-structured interview was used because the researcher could ask some questions as the follow-up questions. After transcribing the data obtained, it was found that all the participants agreed if alternative assessments were suitable for Extensive Reading. They believed that alternative assessments were actually going along with the nature of Extensive Reading and it can strengthen students' critical thinking. They also stated if objectivity of teachers in using alternative assessments still became the problem. This study is limited for only one particular context with five participants. Therefore for the further research, it can be done in a larger context and explore the consideration of applying reliability and validity in using assessments due to the credibility of the assessment itself.

Keywords: alternative assessments, Extensive Reading, teachers' views, asses